DOCUMENT RESUME

ED 169 913 IR 007 198

TITLE Criteria for Selecting Instructional Materials for Nutrition Education.
INSTITUTION Education Service Center Region 17, Lubbock, Tex.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE Feb 79
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Check Lists; *Criteria; *Evaluation Criteria; Health Programs; *Instructional Materials; *Media Selection; *Nutrition Instruction; Public Schools

ABSTRACT

Criteria developed to assist educators in their selection of instructional materials in nutrition education are presented in question format in seven categories. This technique is used both to avoid an authoritative approach and to stimulate indepth thinking as the user selects materials based on his or her own needs, keeping in mind that no one item can meet total criteria, and also that criteria are both subjective and objective. Cautions are given to help prevent certain pitfalls in selecting appropriate materials, and a rating chart is provided for ease in making the final decision on using the materials. This project was funded by the Texas Education Agency and developed by the Education Service Center guided by consultants, including a nutrition supervisor, a dietitian, physical education and health education teachers, a parent, a former science teacher at the secondary level now a health instructor at the university level, an administrator, a public school director of health and physical education, and a materials specialist. (Author/JEG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CRITERIA

FOR

SELECTING INSTRUCTIONAL MATERIALS

FOR

NUTRITION EDUCATION

ED169913

Education Service Center, Region XVII
Lubbock, Texas

O. R. Douglas, *Executive Director*

Board of Directors

Wayne Finnell, *Lubbock, Chairman*
Clint Walker, *Tahoka, Vice-Chairman*
Bruce Rigler, *Plainview, Secretary*
Troy Armes, *Littlefield*
Owen Hamilton, *Lubbock*
R. B. Snell, *Lamesa*
Robert Work, *Crosbyton*

Inez Moore, *Project Director*
Nutrition Education

Elaine Turner, *Consultant*

IR007198

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Linda Kemp
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ACKNOWLEDGEMENTS

Recognition is given those who helped the Service Center staff develop this document: Mrs. Pat Cantrell, parent; Charles Caraway, director of health and physical education; Mrs. Donna Carruthers, nutrition supervisor; Mrs. Celia Davis, physical education; Miss Elizabeth Elliott, dietitian; David Irons, health education; Greg Lowrance, health education; Richard Morris, health education, and Mrs. Jo Sudduth, ESC materials consultant.

INTRODUCTION

With funds from the Texas Education Agency, the Lubbock-based Education Service Center, Region XVII developed the *Criteria for Selecting Instructional Materials for Nutrition Education.* The Agency has funded various other projects in nutrition education due to the fact that dramatic changes in nutritional practices experienced by our society are believed to have direct connection to the substantial increase in incidences of diabetes, high blood pressure and heart disease in this country.

These recently-funded projects are to assist public schools in achieving one of the *Goals for Public School Education* which addresses nutrition education; the goals were adopted in 1970 and are reviewed biannually by the State Board of Education. Although nutrition education has been one of the major areas of emphasis within the homemaking and health instructional programs for many years in Texas schools, only a small percentage of students take homemaking, and most health instruction takes place at the secondary level after nutritional practices and attitudes toward various food types and eating patterns have been formed.

The Education Service Center team worked within the Texas Education Agency guidelines in developing these criteria. The Service Center used public school consultants and others with a variety of backgrounds and areas of expertise: a nutrition supervisor; a dietitian; physical education and health education teachers; one parent; a former science teacher at the secondary level and health instructor at the university level; one administrator; a public school director of health and physical education; and a materials specialist who supervises a center for instructional materials.

The goal of the project was to assist educators in their selection of instructional materials in nutrition education. It is believed that these criteria will benefit the educator whose role in education, it seems, is being expanded to include that of selecting materials from the countless number of materials available.

The questioning technique, used to avoid an authoritative approach, is also meant to stimulate indepth thinking as the user selects material based on his or her own needs. The user should keep in mind that no one item can meet total criteria and also that criteria are both subjective and objective. The questions are categorized under what is believed are basic and essential criteria, and cautions are then given to help prevent certain pitfalls in selecting appropriate materials.

A rating chart is provided for ease in making the final decision on using the material.

It should be noted that *Learner Needs* and *Teacher Instructional Needs* are two separate elements. Materials for student use in nutrition education should be appropriate for specific grade levels, should be student-centered in terms of motivation and interest, and should stimulate class participation as well as carry over into out-of-school life. Teacher instructional needs are directed more toward what is expected of the teacher and the strategies to be used in presenting nutrition education.

It is believed that use of the criteria will prompt other statements or questions that may be used to select proper instructional materials. The basic question for any user, however, is, "Does the material fit my needs?" To answer that question, a user should have a clear statement of his/her objectives.

Inez Moore
Project Director

CRITERIA FOR SELECTING
INSTRUCTIONAL MATERIALS
FOR NUTRITION EDUCATION

TABLE OF CONTENTS

I. CONTENT

A. Accuracy

B. Scope and Sequence

II. COMPOSITION

A. Compatible with Learner Needs

B. Compatible with Teacher Instructional Needs

C. Degree of Student/Teacher Involvement

D. Environmental Factors

E. Flexibility/Adaptability

III. COST

VI. GENERAL FEATURES

V. CAUTIONS

VI. RATING SCALE

CONTENT

Accuracy

1. Is material structured for the appropriate grade levels?

2. Is information scientifically and medically accurate?

3. Does material focus on importance of balanced nutrition for optimal health and growth?

4. Does material show actual size and quantity in a serving as to sex, age, physical activities and growth needs?

5. Do the visuals show the true color of the food? Are they attractive?

Scope and Sequence

1. Are facts, concepts and principles presented in sequential order as to grade level?
2. Is the scope adequate for the grade level indicated?
3. Are new ideas introduced?
4. Are behavioral objectives specified?
5. Does material explore relationship between food, growth and health?
6. Does material emphasize the relationship of proper diet and nutrition to good health? Of food to performance and behavior?
7. Are consequences of food intake described in relation to supplying energy?
8. Does material describe how the food we eat undergoes specific changes within the body before it becomes a part of the body?
9. Does material point out that nutrients are needed simultaneously?
10. Are functions of specific nutrients described as they relate to growth and development?
11. Is there a daily food guide of an adequate balanced diet?
12. Has mention been made of the economics of food and nutrient waste?
13. Does the material include the emotional associations attached to food, eating to relieve tensions, eating to relieve boredom, etc.?
14. Does the material provide for learning experiences in any of these ways: cooking, shopping, dieting, diet planning, calorie counting, or weight control?
15. Does material explore the possibilities of careers related to nutrition?
16. Does the material help develop an awareness of at least one of these factors that affect food choices: physiological, economic, cultural, psychological or sociological?
17. Does material help develop an appreciation of any one of these: differences in cultural eating patterns, differences in economic eating patterns, aesthetic and sensory qualities of food, or analysis of advertising and marketing of food choices?
18. Does material consider the necessary food requirements of any one of these: a diabetic, a hypoglycemic, a heart-problem person, one with food allergies, under stress, emotionally disturbed, or with an ulcer?
19. Does material neglect any segment of the group?
20. Does material consider diet of a newborn child, for a mother who is breast feeding, or a mother-to-be?
21. Does material aid in teaching that the welfare of the next generation hinges on the good health of the father-to-be as well as the mother-to-be?
22. Does material explore ways and reasons for food processing and preservation?
23. Does material identify food processing techniques that provide high quality food all year?
24. Does material cover food additives and the need for vitamins and mineral supplements?
25. Does material help assess the nutritional quality and safety and cost of natural and organically produced foods?
26. Does material allow for actual use of food, its handling and safety?

COMPOSITION

Compatible with Learner Needs

1. Is material student-centered rather than teacher-centered?
2. Is vocabulary appropriate?
3. Is material interesting enough to motivate students?
4. Can student relate this learning to his or her personal life?
5. Does it provide for individual differences?
6. Will the material motivate students to explore, think, discuss, make decisions?
7. Can student easily determine what she or he should learn?
8. Will student be able to work at own potential?
9. Are input and output modalities (visual, auditory, motor, tactile) compatible with learner characteristics?
10. Can the student become actively involved?

Compatible with Teacher Instructional Needs

1. Is the teaching strategy practical?
2. Are there special attitudes or skills required of the teacher?
3. Is there a teacher's guide or instruction sheet?
4. Is much time required for teacher preparation?
5. Can teacher clearly and concisely determine what to teach and objective(s) to achieve?
6. Can it be used with a team-teaching approach?
7. Are all or at least a variety of sensory modes of input from students considered?

Degree of Student/Teacher Involvement

1. Is much class time required for materials to be effective?
2. Is there a great degree of teacher involvement?
3. Will material require inservice training by the user? If yes, will training be available? What is the cost?
4. Will the material help motivate students to examine their own dietary habits to determine specific relation of their diet to personal health?

Environmental Factors

1. Does material show the interrelationship between available food supply and the environment?
2. Does material reflect the agriculture of the local area?
3. Will material be useful in solving individual health problems as well as in the home and community?
4. Can transfer of knowledge and use of material be made to home life? Can all members of family become involved?
5. Can material be adapted to home situations in order to fit income levels and ethnic groups?
6. Does material identify procedures to prevent loss of nutrients in food preparation at home?
7. Has material covered the importance of mealtime environment?

Flexibility/Adaptability

1. Can material be easily integrated at the teaching level indicated?
2. Can student integrate this material into subject being taught, if other than health or homemaking?
3. Does the material call for much adaptation and modification?
4. Does material allow for flexibility? Can it be easily manipulated by all users?
5. Is allowance made for teacher-, student-made materials?

COST

1. What is the cost?
2. What is the relationship of cost to the nutritional value?
3. Is this the best piece of material for the price to accomplish objectives in nutrition education?
4. Are there consumables? If so, how can they be replaced? What is the cost?
5. Is equipment necessary for use of the material? If yes, will it be available?
6. Will repairs be needed? Where can materials be repaired?
7. What about warranties? Performance? Serviceability?

GENERAL FEATURES

1. Is the material durable and safe?
2. Is the type, paper, binding, size, of good quality?
3. Is the material portable?
4. Can the material be used for a long time? Will it be out-of-date soon?

CAUTIONS

Be aware of:

—Material offering a magic solution
—Initiating prejudices and biases
—Fad words and phrases
—Deceptive grade levels
—A strictly lecturing approach
—Pictures or language that date material
—Misinformation
—Cost being too high for limited use
—Unattractive packaging
—Packages that are not durable
—The fact that no one item can cover total criteria

RATING CHART

CONTENT

Accuracy

	Yes	No	NA
1.			
2.			
3.			
4.			
5.			

Scope & Sequence

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			

Based on these criteria, this material is rated:

1	2	3	4
Poor	Fair	Good	Excellent

COMPOSITION

Learner Needs

	Yes	No	NA
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Teacher Needs

1.			
2.			
3.			
4.			
5.			
6.			
7.			

Degree of Involvement

1.			
2.			
3.			
4.			

Environmental Factors

	Yes	No	NA
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Flexibility/Adaptability

1.			
2.			
3.			
4.			
5.			

Based on these criteria, this material is rated:

1	2	3	4
Poor	Fair	Good	Excellent

COST

	Yes	No	NA
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____

Based on these criteria, this material is rated:

1	2	3	4
Poor	Fair	Good	Excellent

GENERAL FEATURES

	Yes	No	NA
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Based on these criteria, this material is rated:

1	2	3	4
Poor	Fair	Good	Excellent

OVERALL RATING CHART

1	2	3	4
Poor	Fair	Good	Excellent

Title of material: _____

Signature of person evaluating: _____

Date: _____